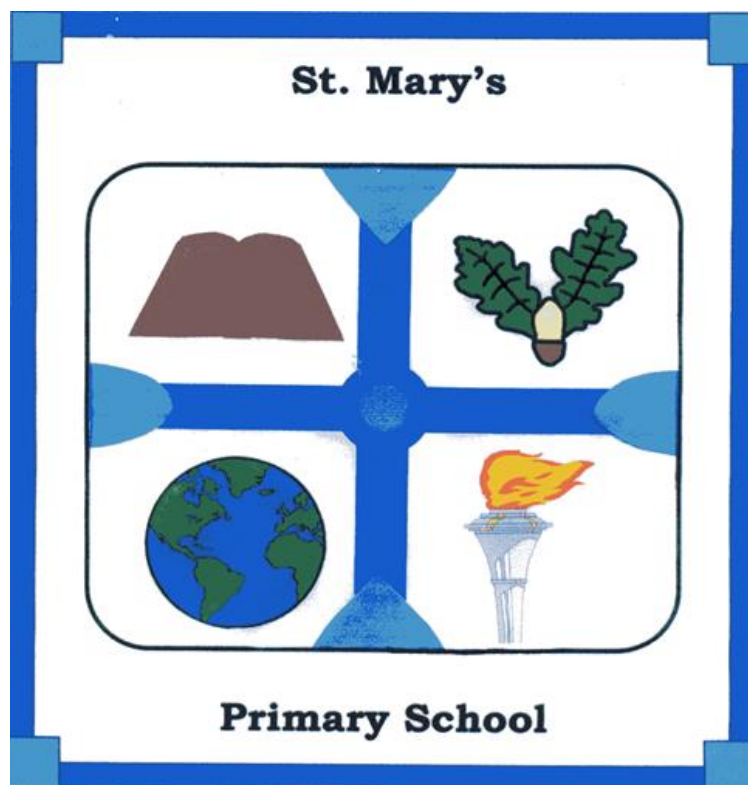


St Mary's Primary School

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School Behaviour for Learning Policy



This policy was sanctioned by the Board of Governors in June 2015

Components

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2. Policy Statement
3. Aim
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1. Our Vision/Mission Statement:

St Mary's Primary School is committed to providing a happy, caring environment where all are valued and every child matters and where children are prepared for the challenges of education, work and life.

2. Policy Statement

This Positive Behaviour Policy has been formulated for this setting and is drawn from:

- DE Pastoral Care in Schools: Promoting Positive Behaviour,
- Education Authority's Policy on The Promotion of Positive Behaviour, &
- Education Authority's guidance materials.

All parents have had the opportunity to have input into this policy and all views have been carefully considered. Our Parents' Support Group have also considered this policy at a meeting held on 5th May 2015. The Policy is an integral part of the school's pastoral care provision.

The Policy will be implemented along with regular review and evaluation.

3. Aim

To establish a school community where positive behaviour is promoted and each person is valued to the point where each child can achieve to their maximum potential.

4. Objectives:

- To encourage & develop a sense of self-esteem
- To promote self-respect and in turn, respect for others.
- To encourage self-discipline and the appreciation that we all have rights along with responsibility for our actions.
- To encourage an awareness of the needs of others through self-discipline and code of conduct.
- To encourage the development of interpersonal skills and the ability to apply these in team situations
- To establish a community wherein pupils, staff, and parents enjoy a sense of belonging and have an important part to play.
- To encourage the involvement and support of parents/carers.
- To create a safe, secure and happy environment where effective learning and teaching can take place.
- To create an effective, orderly environment in order to develop each individual to their full potential.

5. Rights & responsibilities

Every pupil at St Mary's has the right to an education and everyone has the right to work in a safe, secure and happy environment. For us to enjoy these rights everyone must take responsibility for ensuring that the rights of others are always respected. Parents and teachers need to work in partnership in the effective education of the pupils of St Mary's.

Refer to Rights and Responsibilities Sheet. (next page)

RIGHTS	RESPONSIBILITIES
<p><u>Pupils</u> To be educated in a safe, secure and happy environment</p> <p>To be respected as an individual.</p> <p>To experience a broad, balanced and suitably differentiated curriculum, and to have any specific individual learning needs identified and met..</p>	<p><u>Pupils</u> To know, understand and obey school rules as appropriate.</p> <p>To treat staff and peers with respect.</p> <p>To take responsibility for their actions. (learning and behaviour)</p> <p>To be equipped and ready to learn.</p>
<p><u>Staff</u> To deliver the curriculum in a safe secure, productive and happy environment.</p> <p>To be respected by pupils, staff and parents.</p> <p>To be consulted and informed on school matters</p> <p>To avail of opportunities for professional development.</p> <p>To have support of and advice from senior colleagues, governors, employing authorities, advisors and other external bodies.</p>	<p><u>Staff</u> To provide quality teaching and learning and encourage/insist on a high standard of positive behaviour.</p> <p>To provide opportunities to meet the needs of all the pupils. To contribute to policy development and school initiatives</p> <p>To create a safe, stimulating and happy environment.</p> <p>To keep parents informed of their child's progress and well-being.</p>
<p><u>Parents should;</u></p> <p>Receive and comment on school reports</p> <p>Have access to school policies e.g. positive behaviour, child protection</p> <p>Receive relevant information pertaining to their child</p> <p>Be invited to school/teacher meetings</p> <p>Be kept informed of their child's progress and well-being including strengths and areas for improvement.</p> <p>Feel principal and teachers are approachable.</p> <p>Feel teachers listen to their concerns and take appropriate action.</p>	<p><u>Parents should;</u></p> <p>Ensure good attendance & punctuality and account for non-attendance/lateness</p> <p>To work in partnership with the school and to have a supportive attitude to school and staff.</p> <p>To co-operate with school rules and attend relevant meetings</p> <p>Equip their child for school e.g. uniform, equipment</p> <p>Ensure all belongings are named</p> <p>Support learning and follow recommendations of teachers e.g. homeworks, reading</p> <p>Ensure homeworks are completed, signed and returned on time</p> <p>Promote good manners and responsibility at home</p> <p>Inform school of issues that may affect behaviour and attitude</p> <p>Approach teachers/Principal in a calm and reasonable manner</p>
<p><u>Board of Governors should</u></p> <p>Be kept informed of all matters pertaining to school business and make decisions accordingly</p> <p>Be consulted about aspects of school life</p> <p>Be consulted about school improvement and development</p>	<p><u>Board of Governors should;</u></p> <p>Attend governor meetings (whether full or sub committee)</p> <p>Attend relevant training provided by employing authority/agencies</p> <p>Make decisions on;</p> <ul style="list-style-type: none"> - the financial management of the school - pastoral issues including pupil behaviour and discipline - the implementation of the curriculum - staff appointments - grievance and disciplinary - staff development - school improvement and development - policies and procedures <p>Ensure grounds and buildings are adequate in terms of maintenance/safety/aesthetics</p>

6. Rules/Code of Conduct

In order to fulfil the aims of the policy we in St Mary's encourage everyone to develop an attitude of self-discipline and to learn consideration and respect for others. There is a whole school approach to promoting positive behaviour. This includes a code of conduct, school rules and individual class rules which have been made in the interests of the children's safety and to promote their social and educational development. To achieve this, rules will be taught and displayed to ensure consistency.

Code of Conduct for the School

- Everyone should arrive on time and be fully equipped for work.
- Everyone should move quietly in an orderly manner and with regard to their own and others safety.
- Everyone should work to the best of their ability at all times.
- Everyone should listen to and respect the opinions and views of others.
- Everyone should be polite, kind, thoughtful and considerate to others.
- Everyone should take care of school property, the property of others and personal belongings.

To ensure an orderly and safe environment where behaviour is of a high standard and effective learning and teaching can take place it is essential that pupils follow instructions from staff and obey the following rules.

7. Class Rules

The staff feel that it is important that acceptable patterns of behaviour are uniform throughout the school. At the beginning of each new year, the children will be made aware of a set of rules which exist for their safety, benefit and well being. These rules will be brought to their attention and discussed in order that they understand and accept their existence. The children will also have the opportunity to offer suggestions as to their formation.

FAILURE TO COMPLY WITH CLASS RULES

Minor offences will be dealt with by the class teacher.

Persistent breaking of rules or more serious offences will result in a discussion involving pupil, class teacher and principal (a written record will be kept of this).

Any further offences will necessitate a further interview with all parties and may involve child being placed on a 'daily report' to monitor his/her future behaviour. The parent will also be informed and will meet the class teacher or Principal.

8. Rewards

Within school, all staff consistently use a variety of rewards to praise, encourage and reinforce good behaviour.

In St Mary's Primary School we aim to promote positive behaviour by using a balance of rewards and sanctions. The rewards reflect the overall positive ethos of the school and are aimed at promoting self-esteem and to encourage all pupils to positively recognise and take responsibility for their learning and behaviour. Rewards are acknowledged to involve parents and carers.

In St Mary's we have a whole school system of rewards and awards which include -

- School Council is in operation whereby pupils have their input into school life.

- Special Awards – End of Year ‘Most Caring Pupil’ is awarded to one pupil in each classroom. An ‘Outstanding Contribution to School Life’ Award is made each year to a Primary Seven pupils.
- Other Recognitions – other recognitions of good behaviour are recognised in various ways from time to time e.g. being sent to the Principal for praise, Class Golden Time, Offer of treats.
- Star Awards – Reception to Primary 5 pupils continuously collect stars. These are often awarded for good behaviour. On reaching a certain total a certificate is awarded to individual pupils at assembly which takes place each week.
- Group Awards – Primary 6 and 7 classes collect stars in groups and a winning group is selected each week at assembly.
- Class Awards – the best ‘lined up’ class is awarded a star at the end of each break and lunchtime. On collection of an agreed number of ‘Line Up Stars’ extra play time is awarded.
- Verbal Praise – children are continuously praised for good behaviour both in class and at assembly.
- Buddy System – the Primary Seven pupils act as buddies and look after equipment and care for younger children during play times.

Special Awards are presented for curricular and extra curricular activities throughout the year. These include -

- Swimming
- Team sports - Youth Sport
- Cycling proficiency
- Internal/external competitions
- Music
- Sports Day
- Trips/events

Other awards are made from time to time e.g. healthy eating, farm safety, Castlewellan Show, Young Writers, Community Games, Cumann na mBunscol, Art Competitions.




9. SANCTIONS

All staff in St Mary's have a responsibility to promote and maintain positive behaviour inside and outside the classroom. It is the responsibility of all members of staff to play a supportive role within the procedures and sanctions for dealing with inappropriate behaviour.

From the principles of the Behaviour Policy, each class teacher devises their own range of sanctions to combat minor issues within the classroom.

These include;

- Verbal explanation/reprimand
- Time out/Pay Back Time
- Loss of privileges
- Moving seat – position in class

Level 1 - Low Level Behaviour	Range of Sanctions
Talking out of turn Shouting out/interrupting/lack of co-operation Leaving seat at wrong time Running corridors/stairs/communal areas Fidgeting Homework not done/books not in Hiding work Not listening/paying attention Inappropriate questions/comments Distracting others – by action,talking Not doing best work Making noises Teasing/name calling Telling tales Sulking Disobeying school/class rules Rough behaviour Being impolite to staff/adults	Verbal explanation/reprimand Reflection on school rules Moving seat to continue work Related sanction e.g. complete/repeat work clean up mess made Stay-in 
Level 2 - Moderately serious behaviour	
Offensive gestures Hitting/pushing/kicking/biting/throwing .. Telling lies Persistently talking out of turn Persistently shouting out/talking back Spitting Destroying own/others work Persistently leaving seat at the wrong time Regularly not doing homework Persistently not doing homework Persistently not listening/paying attention Persistently distracting others Persistently not doing best work Persistently making noises Persistently hiding work Rudeness to peers/staff Intimidating peers Defiance Persistently disobeying school rules Persistent name calling/teasing Leaving the classroom without permission/refusal to enter classroom.	Principal Parents/guardians contacted – note/phone Staff observation Withdrawal from playground/short-term Parent meeting: Put on formal observation Letter to Parents 
Level 3 – Very serious behaviour	Behaviour Book/Parent interview to discuss implications
Stealing Bullying Swearing Serious rudeness/insolence to staff Aggression to staff Running out of school/truancy Wilful damage to school property Wilful damage to other's property Persistent/deliberate lateness Possession/use of illegal substances	Individual Behaviour Plan & targets Suspension Involvement of Board of Governors Expulsion
Note:	With some Level 3 behaviours, other agencies such as the police, social services, may be involved: some are regarded as criminal acts or may be of a child protection nature.

Procedures for dealing with serious situations e.g. fights

The staff present or on duty will deal with the situation/s. Pupils may however, need to be separated if there is a risk of danger of injury to the child or others, or to property.

In St Mary's Primary School we aim to be consistent and firm when necessary. At all times the safety of pupils is paramount.

10. Links with other Policies

The Positive Behaviour Policy is an integral part of the overall Pastoral Care in St Mary's Primary School and operates alongside these other policies within the school:

Special Education Needs & Inclusion Policy

Anti Bullying Policy

Child Protection Policy

Health & Safety Policy

Marking Policy

Curricular Policies

For further details refer to individual policies.

11. IMPLEMENTATION

This Policy has been formulated in consultation with staff, pupils and parents.

It has been approved by the Board of Governors and it is the intention of the staff of St Mary's Primary School to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play in the implementation and maintenance of this policy.

12. Monitoring and Evaluation

LEVEL ONE BEHAVIOURS:

- Class teacher should deal with Level One behaviours.

LEVEL TWO BEHAVIOURS:

- Where strategies applied by the class teacher have not been successful the class teacher should inform the principal. When dealing with behavioural difficulties all circumstances surrounding any misbehaviour will be taken into account e.g. family circumstances. Strategies for promoting and sustaining good behaviour for Statemented Children will be based on recommendations within statements. For non statemented children placement on on a 'Special Needs Register' may be considered where a strategic plan for behavioural improvement may be deemed necessary.

LEVEL THREE BEHAVIOURS

- These behaviours will be considered closely by principal in conjunction with class teacher/other staff members. Higher level sanctions as suggested on 'Behaviour Level Chart' will be considered